

The factors related to teacher attitudes toward inclusive schools

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Abstract

This study discusses factors related to teacher attitudes toward inclusive schools. The variables studied were self-efficacy (X1) and understanding of children with special needs (X2) as an independent variables then teacher attitude to school of inclusion as a dependent variable (Y). Data processing methods in hypothesis testing using multiple regression statistical analysis with participants in this study were teachers from inclusive schools (N=500). The results of this study indicate that there is relationship between self-efication and understanding of children with special needs toward teacher attitude to school of inclusion ($p < \alpha$; $0.000 < 0.05$), with the effect of a contribution of 0.93 (93%). Therefore, in this study H_0 was rejected and H_a was accepted.

Keywords: Self-efficacy, children with special needs, inclusive school.

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Introduction

Education is the right of everyone to get it, children with special needs (ABK) are no exception. This is in accordance with the objectives of the UNESCO (United Nations Educational, Scientific and Cultural Organization) which is one of the international bodies under the United Nations in the fields of education, science, and culture. UNESCO prohibits discrimination in the provision of education so that education adjustments are made through inclusion programs (UNESCO, 2019).

Data from the 2019 National Center for Education Statistics (NCES) regarding the number of students with special needs in inclusive schools, namely:

Table 1. Number of Students with Special Needs for Inclusive Schools in the world

Table 204.30. Children 3 to 21 years old Part B, by type of disability: Selected years, 1976-77 through 2017-18

Type of disability	1976-77	1980-81	1990-91	2000-01	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Number of children served as a percent of total enrollment\7\														
All disabilities	8,3	10,1	11,4	13,3	13,4	13,2	13,1	13,0	12,9	12,9	12,9	13,0	13,2	13,4	13,7
Autism	---	---	---	0,2	0,6	0,7	0,8	0,8	0,9	1,0	1,1	1,1	1,2	1,3	1,4
Deaf-blindness	---	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Developmental delay	---	---	---	0,5	0,7	0,7	0,7	0,8	0,8	0,8	0,8	0,8	0,9	0,9	0,9
Emotional disturbance	0,6	0,8	0,9	1,0	0,9	0,9	0,8	0,8	0,8	0,7	0,7	0,7	0,7	0,7	0,7
Hearing impairment	0,2	0,2	0,1	0,2	0,2	0,2	0,2	0,2	0,2	0,2	0,2	0,2	0,1	0,1	0,1
Intellectual disability	2,2	2,0	1,3	1,3	1,0	1,0	0,9	0,9	0,9	0,9	0,9	0,8	0,8	0,9	0,9
Multiple disabilities	---	0,2	0,2	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3
Orthopedic impairment	0,2	0,1	0,1	0,2	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1
Other health impairment\5\	0,3	0,2	0,1	0,6	1,3	1,3	1,4	1,4	1,5	1,6	1,6	1,7	1,8	1,9	2,0
Preschool disabled\6\	†	†	0,9	†	†	†	†	†	†	†	†	†	†	†	†
Specific learning disability ..	1,8	3,6	5,2	6,1	5,2	5,0	4,9	4,8	4,7	4,6	4,5	4,5	4,6	4,6	4,6
Speech or language impairment .	2,9	2,9	2,4	2,9	2,9	2,9	2,9	2,8	2,8	2,7	2,7	2,6	2,7	2,6	2,7
Traumatic brain injury	---	---	---	#	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1
Visual impairment	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1	0,1

Based on the above table, from the 1976 to 2007 school year, the number of students aged 3–21 years who received special education services increased from 8% to 13% or 6.3 million but decreased in 2008 to 2013. The number has again increased from from 2014 to 2018, there were 7 million of total school enrollments.

Whereas data from the World Bank (2019) explains that there are still one billion people or 15% of the world's population, experiencing some form of disability, and the prevalence of disability is higher for developing countries. One fifth of the total global estimate, or between 110 million and 190 million people, has significant disabilities so that the number of inclusive school data until 2018 still cannot meet the agenda target of the UNESCO who wants by 2030, all disabilities to obtain equal education and disability cannot become reasons or criteria for lack of access to development programs and the realization of human rights.

In Indonesia, equality of the right to education through inclusive schools is also regulated in the Republic of Indonesia's Minister of National Education Regulation No. 70 of 2009. Inclusive education is a system of providing education that provides opportunities for all students who have disabilities and have the potential for intelligence and / or special talents to participate in education or learning in an educational environment together with students in general (Permendiknas, 2009).

Based on data from Dapodik in 2019 there were 29,317 inclusive organizing schools ranging from elementary, junior high, high school and vocational school with 993,000 students with special needs. Variety of disability students consist of vision, hearing, fine motor, gross motor, speaking, intellectual, specific learning difficulties, attention or behavior, and emotions (Indriaswanti, 2019).

The number of inclusions scattered, in fact has not been able to accommodate all children with special needs who are still in the productive age of learning. Data from the Ministry of Education and Culture (Kemendikbud) estimates that almost 70% of children with special needs do not get proper education. This statement is supported by data from the Central Statistics Agency (BPS) in 2017 stating that the number of children with special needs (ABK) in Indonesia only 18% received inclusive education, both from special schools (SLB), and ordinary schools implementing inclusive education (Maulipaksi, 2017).

The implementation of inclusive education also still has many obstacles both in terms of policy and community acceptance, this was stated by Robert Lee as Deputy Director of the UNESCO Office in Jakarta. The obstacle that often arises in inclusive education in Indonesia is that many parents are reluctant to send children with special needs to regular schools for fear of rejection or discrimination or vice versa, parents of normal children also do not want their children to be in the same class with children with special needs for fear of their children's learning process disturbed even teacher attitudes can be a major obstacle in inclusive education (Latief, 2009).

Another fact about the obstacles of implementing inclusive education is that the inclusion program does not have an ideal teacher in terms of numbers in the city of Solo. In fact, the number of inclusive schools in the city of Solo is not small, namely 16 elementary schools (SD), 9 junior high schools (SMP), and 7 high schools or vocational high schools (SMA / SMK) (Wicaksono, 2018).

Another obstacle is that inclusive schools that have accepted children with special needs do not directly handle children with special needs. The curriculum must be adaptable to heterogeneous classes with ABK and regular characteristics. The teacher is not ready to handle children in their class with different characteristics. Finally, teachers who deal directly with ABK in class complain and it is difficult to teach the same method and with the same treatment so that learning objectives are not achieved as expected (Udhiyanasari, 2019).

Teachers who are one of the tools or facilitators who have a central role in the process of seeking knowledge where teacher attitudes can affect student academic performance, especially in children with special needs (ABK). Attitude is defined as an important concept for understanding human behavior from complex mental conditions involving beliefs and feelings (Chimhenga, 2016). Allport added about the definition of attitude as a tendency to react in certain ways through mental processes and conditions of neutral readiness, organized through experience, giving a directive or dynamic influence on individual responses to all objects and related situations (Latchanna, 2012).

Krech & Crutchfield's opinion, an attitude can be defined as an ongoing organization of motivation, emotional, perception, and cognitive processes which will then be demonstrated through behavior (Chaiklin, 2011). Likewise, Eagly and Chaiken revealed that attitudes are psychological tendencies expressed by evaluating certain attitude entities or objects with responses to degrees of like or dislike (Albarracin, 2018).

According to Macqueen (2010), attitude is defined in the framework of social psychology as a subjective or mental preparation for displaying behavior. Hayes (2010), also views attitude as an individual's tendency to respond favorably or unfavorably to an object (person or group of people).

From some of the opinions above, it can be concluded that attitude is a psychological tendency to respond positively or negatively to objects through mental or cognitive and emotional processes which will then be demonstrated through behavior. Attitudes in relation to inclusive schools are knowledge about things about inclusive schools and what factors influence the success of inclusive schools (Gregory & Noto, 2018). Teachers' attitudes towards inclusive schools play an important role in children's academic achievement. Chimhenga research (2016) which examines how teacher attitudes can affect academic achievement of students with special needs in the Umguza District secondary school in Zimbabwe found that 80% of teacher attitudes affect the academic productivity of students with special needs so that if negative attitudes are shown continuously to students it can affect the effectiveness of the inclusion class. Negative attitudes shown by teachers by 70% due to the absence of training in handling the children with special needs so they lack confidence.

Many teachers in regular education who feel unprepared and afraid to work with students with special needs in regular classes thus showing frustration, anger, and negative attitudes towards inclusive. Most teachers classify their students, for example in a sitting arrangement, the front is provided for intelligent students while students are slow behind. Students in group one will enjoy pleasant learning conditions from teachers so that their self-concept develops and achieves better academic performance than students in group two (Hinnant, et al, 2009). The aspects of attitude according to Fishbein and Ajzen are cognitive, affective and behavior (Gregory & Noto, 2018) and the factors that influence teacher attitudes towards ABK are self-efficacy, understanding of ABK, and demographic factors (age, sex, education, tenure) (Vaz, et al, 2015).

Based on social cognitive theory, one of the fundamental factors in attitude learning is self efficacy. Social cognitive theory is a psychological theory that is used in explaining the acquisition of one's knowledge can be directly related to observing others in the context of social interaction, experience, and the influence of external media. This theory was proposed by Albert Bandura as an extension of his social learning theory (Erdem, 2015). In 1986, Bandura expanded and renamed the original theory. Bandura changed the name to emphasize the main role that cognition plays in attitude. Bandura believes that self-efficacy is a significant predictor of attitudes towards inclusion because self-efficacy is proven to be an important variable that explains teacher attitudes (Pay, 2015).

This is reinforced by Ozokcu's research (2015) which states that the attitude of teachers who consider themselves competent in implementing inclusive education practices raises positive attitudes about students with special needs so as to create conducive classes. Zee's research (2016) also explains that teacher's self-efficacy is needed to understand how teachers behave in children with special needs and normal so that they can be successful in inclusive education settings. Specht's research (2016) revealed that self-efficacy can motivate teachers to improve teaching skills because it leads to a stronger belief in their abilities as a teacher. This is supported by research Hashim (2014) which states that low teacher self-efficacy will affect the weakness of the teaching strategies used by teachers to teach in inclusive classes even low teacher self-efficacy also has an impact on attitudes and behavior in inclusive classes.

Bandura (Feist & Feist, 2010) argues that self-efficacy is a person's evaluation in the form of judgment or personal confidence in the ability or competence to carry out a task, achieve goals, or overcome obstacles. Hidayat (2011) argues that self-efficacy is a self-assessment of the ability of self to regulate and carry out the actions needed to achieve specified performance and provide a basis for human motivation, well-being, and personal achievement.

Alwisol (2009) defines that self-efficacy is one's own perception of how well the self can function in certain situations. Self-efficacy relates to the belief that the self has the ability to take the expected action. Gibson, et al (Wibowo, 2013) suggested that self-efficacy is the belief that someone can do enough in a particular situation. Myers (2014) defines that self-efficacy is a feeling of our ability to do a task and directs us to a set of challenging targets and not to never give up getting it.

Based on several notions of self-efficacy, it can be concluded that self-efficacy is one's judgment, self-perception, beliefs, feelings, and evaluation of a person about his own abilities, how good is his self, competence in carrying out certain behaviors, to regulate and carry out the actions needed to achieve defined performance, forms relevant behavior, and provides the basis for human motivation, well-being and personal achievement.

The aspects of teacher efficacy in inclusive education are Efficacy in Managing Behavior (efficacy in managing student behavior), Efficacy in Collaboration (efficacy in collaboration with stakeholders), and Efficacy in Using Inclusive Instruction (efficacy in using inclusive teaching strategies) (Sharma, et al , 2011).

Factors other than self-efficacy that affect teacher attitudes toward inclusive schools are teacher understanding. Lee's research (2017) found that understanding is an important factor of teachers in making decisions about inclusive learning. For example, teachers who have a high understanding of ABK will directly be positive and create teaching creativity that is tailored to the type of needs. The theory of social cognition explains that understanding is one of the determinants of individual attitudes raised through behavior. Bandura views that behavior arises not only from stimulus but reaction from a scheme of cognition that decides the behavior that is raised (Monico, 2018).

Kim (2013) in his research revealed that teachers with high understanding of ABK feel comfortable when interacting with them. In addition, teachers with high understanding are more likely to believe that inclusive education leads to positive changes in the normal social life of children to understand diversity and practice empathy. Lika (2016) added that if teachers' understanding of ABK is high, teachers will not discriminate against ABK and quickly adjust the curriculum in schools. Teachers who understand inclusive education will make the class more innovative with interesting learning such as introducing graphics, colors, and other tools so that they can develop students' abilities optimally.

These two factors, namely self-efficacy and teacher understanding, together have a high correlation with teacher attitudes where self-efficacy contributes effectively 42%, understanding 38%, and demographics 20% (Vaz, et al, 2015). Waitoller's research (2013) also revealed the same thing, that teachers who have high efficacy and understanding will provide better services than teachers who have low efficacy and understanding. Support for the relationship between efficacy and understanding of teacher attitudes is also found in Tiwari's (2015) study where high teacher efficacy and a good understanding of ABK can lead to positive attitudes so that teachers have good abilities in handling ABK in inclusive classes. This is demonstrated by the teacher's warm interaction and concern for ABK.

Method

The population used in this study were teachers at inclusive schools in Surakarta. The sample in this study used a cluster sampling technique which means sampling from groups or clusters of inclusive schools in the Banjarsari, Jebres, and Laweyan districts with a total subject of 958 teachers divided for 458 teachers and 500 teachers for the trial. This study uses three research instruments namely the Multidimensional Attitude toward Inclusive Education Scale (MATIES) developed by Mahat (2008) which is used to measure teacher attitudes towards inclusive education, Teacher Efficacy for Inclusive Practice (TEIP) developed by Sharma, Loreman & Forlin (2011) is used to measure the efficacy of teachers in inclusive education and Special Educational Needs (SEN) developed by Holland & Hornby (1992) are used to measure teacher understanding of ABK.

The validity of the measuring instruments in this study used content validity that is the validity estimated by testing the feasibility of the test content through rational analysis by a competent panel (expert judgment). This measuring instrument was tested using Aiken's content validity coefficient. Aiken's V formula is used to calculate the content-validity coefficient based on the results of an expert judgment assessment of the item about the extent to which the item represents the measured construct so that the sentence used can be understood and already represents each aspect. The results of the validity test show that on the NES scale there are 43 items that are fit for use out of 46 items with a value of 0.20 to 0.93. Items with a value <0,6 are considered as many as 3 items that are 7,8,12. On the MATIES scale all items can be used for research as many as 18 items with a range of values from 0.87-1 and also the overall TEIP scale of items can be used ie 20 items with a range of values of 0.73-1. The results of the reliability coefficient is known that the scale of teacher understanding of children with special needs is 0,98, on the scale of teacher attitudes in inclusive schools is 0.97, and on the scale of self-efficacy in inclusive schools is 0.96.

Data analysis method used in this research is multiple regression method. Multiple linear regression analysis was performed with the help of a computer through SPSS for Windows Program version 25.

Results and Discussion

The sample used in this study was the inclusion teacher in Surakarta. The following are details of the distribution of research samples:

Table 2. Number of Research Samples

Part	Total
Sekolah Dasar	130
Sekolah Menengah Pertama	100
Sekolah Menengah Atas/Kejuruan	270
Total	500

Based on the table above it can be seen that most of the subjects are in High School / Vocational with 270 teachers, in Elementary Schools there are 130 teachers and the smallest in Junior High Schools with 100 teachers.

Table 3. Descriptive characteristics of subjects by gender>

Gender	Total	Presentation
Male	234	46,80%
Female	266	53,20%
Total	500	100%

Based on the table above, it can be seen that the majority of subjects are female as many as 266 people or 53.20%, while the rest are male as 234 people or 46.80%.

Table 4. Descriptive characteristics of subjects by age

Age	Total	Presentation
21-30 years old	124	24,80%
31-40 years old	167	33,40%
41-50 years old	111	22,20%
51-60 years old	98	19,60%
Total	500	100%

Based on the table above, it can be seen that the majority of subjects aged 31-40 years are 167 people or 33.40%, subjects aged 21-30 years are 124 people or 24.80%, subjects aged 41-50 years are 111 people or 22.20% and the subjects who are at least 51-60 years old are 98 people or 19.60%.

Table 5. Descriptive characteristics of the subject based on years of service

Years of service	Total	Presentation
1-10 years	257	51,40%
11-20 years	139	27,80%
21-30 years	104	20,80%
Total	500	100%

Based on the table above, it can be seen that most subjects have 1-10 years of service totaling 257 people or 51.40%, subjects who have 11-20 years of service total 139 people or 27.80%, and the smallest number of subjects ie subjects with a service life of 21-30 years with a total of 104 people or 20.80%.

Table 6. Descriptive characteristics of subjects based on education

Education	Total	Presentation
D3	138	27,60%
S1	264	52,80%
S2	98	19,60%
Total	500	100%

Based on the table above it can be seen that the majority of subjects have a S1 education with a total of 264 people or 52.80% while the subjects who have the smallest number are subjects with S2 education with a total of 98 people or 19.60%, subjects with D3 education total 138 people or 27.60%.

Table 7. Descriptive characteristics of the subject based on the participation of the training on children with special needs

Training	Jumlah	Presentase (%)
Training	183	36,60%
Non Training	317	63,40%
Total	500	100%

Based on the table above it can be seen that the majority of subjects have never attended training on special needs children with a total of 317 people or 63.40% while the subjects who have attended training on special needs children amounted to 183 people or 36.60%.

Table 8. Results of Regression Analysis

Variable	Unstandardized Coeffisient B
Konstanta	0.973
Efficacy	0.912
Understanding	0.015

Based on the data above, the regression equation is determined, as follows:

$$Y = 0.973 + 0.912X_1 + 0.015X_2$$

- This regression coefficient shows that without the influence of the variables X1 and X2 the Y variable will be worth 0.973.
- The regression coefficient X1 is 0.912 so if there is an increase in the scale of respondents' responses 1 time at X1 and the other variables are considered to be permanent or there is no change at all then there will be an increase in the variable Y of 0.912, and the coefficient obtained is positive so it is said to be in the same direction if high self-efficacy, the teacher's attitude towards inclusive schools is also positive and vice versa.
- The regression coefficient above also explains that if there is an increase in the scale of respondents' responses 1 time at X2 and the other variables are considered to be fixed or there is no change at all, there will be an increase in the variable Y by 0.015. It can be seen that the coefficient obtained is positive so it is said to be in the same direction, if the teacher's understanding of children with special needs is high, the teacher's attitude at the inclusive school is positive.

Statistical test results also explain that self-efficacy (X1) and teacher understanding of children with special needs (X2) show a positive direction towards teacher attitudes in inclusive schools so it is concluded that if self-efficacy (X1) and teacher understanding of children with special needs (X2) are high then the teacher's attitude towards inclusive schools is also positive and vice versa.

This is in accordance with Lee's research (2017) that teachers who have a high understanding of ABK will directly be positive and make teaching creativity adapted to the types of needs and research Ozokcu (2015) which states that the attitudes of teachers who consider themselves competent in applying the practice of inclusive education then gives rise to a positive attitude about students with special needs so as to create conducive classes.

In social cognitive theory explains that self-efficacy is a significant predictor of attitudes towards inclusion therefore self-efficacy is proven to be an important variable that explains teacher attitudes (Pay, 2015). In addition, understanding is one of the determinants of individual attitudes that are raised through behavior (Monico, 2018).

Waitoller's study (2013) also revealed the same thing, that teacher's self-efficacy and understanding of ABK have been found to play an important role in teacher attitudes where teachers who have high efficacy and understanding will provide better service than teachers who have efficacy and understanding low.

Support for the relationship between efficacy and understanding of teacher attitudes is also found in Tiwari's (2015) study where high teacher efficacy and a good understanding of ABK can lead to positive

attitudes so that teachers have good abilities in handling ABK in inclusive classes. This is indicated by the teacher's warm interaction and concern for ABK.

Table 9. $F_{\text{Calculated}}$ value , df and Significance Value

	Model	Df	F	Sig.
Residual	Regression	2	3455.998	0,000
	Total	497		
		499		

Based on the data and test results the value of F_{count} compared to F_{table} then F_{count} is greater than F_{table} ($3455,998 > 499$) and a significant value of 0,000 then H_0 is rejected, the hypothesis testing is that there is a relationship between self-efficacy and understanding of children with special needs with teacher attitudes towards inclusive schools.

Table 10. Test Model Summary Regression Analysis

Model	R Square	Adjusted R Square
Self-efficacy and understanding of ABK with the teacher's attitude towards inclusive schools	0.933	0.933

These results explain the contribution of self-efficacy variables and understanding of children with special needs with the teacher's attitude towards inclusive schools is 93%. This shows the other 7% was contributed by other variables not included in this equation.

The correlation coefficient value of the independent and dependent variables, obtained R squared of 0,93 then the contribution of self-efficacy variables and understanding of children with special needs with teacher attitudes towards inclusive schools is 93% and the other 7% is contributed by other variables such as demographics and training participation. The high contribution, according to research by Vaz, et al (2015) that self-efficacy and teacher understanding, together have a high correlation to teacher attitudes where self-efficacy contributes effectively 42%, understanding 38%, and demographics 20%. Research from Chimhenga (2016) shows that the negative attitude shown by teachers is 70% because there is no training in handling special needs children.

Based on the description data on the participation of the training, most of the subjects had never attended training on children with special needs with a total of 317 people or 63.40% so the teacher was not ready to handle the children in their class with different characteristics. Chimhenga's research (2016) shows that the negative attitude shown by teachers is 70% due to the absence of training in handling children with special needs.

Based on demographic data shows that most of the subjects who became research respondents were teachers with female gender by 53.20%, ages between 31-40 years, tenure of 1-10 years, and undergraduate education. Several studies have shown that teacher efficacy and a good understanding of ABK can lead to positive attitudes. This is consistent with the results of research conducted by researchers in which there is a relationship between self-efficacy and understanding of children with special needs with the attitude of teachers towards inclusive schools.

Weaknesses in this study are sampling which cannot be done simultaneously due to environmental conditions that are not conducive..

Conclusion

This study examines factors related to teacher attitudes toward inclusive schools. The results of statistical testing of 500 teachers in inclusive schools, concluded that there is a relationship between self-efficacy and understanding of children with special needs with the attitude of teachers towards inclusive schools with a positive correlation direction. Self-efficacy and understanding of children with special needs make an effective contribution to the attitudes of teachers in inclusive schools that is 93%.

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